**Collaboration: What does collaboration look like, feel like, act like, and accomplish.**

*Collaboration* can be defined as when two or more people or organizations combine their resources and work together to achieve a common and mutually-beneficial goal that results in a product of some kind (service, document, thing, etc.)

Collaboration results are not uniformly good, but teachers who have worked in coloration see substantial improvement in achievement, behavior and attitudes. Therefore, what it must look like are teachers working together for a common purpose of improved student learning. Teachers are no longer working in isolation and independently creating resources. Collaboration would decrease teacher burnout by creating a process where teachers work together creating a culture of community.

After reading several articles on teacher collaboration I also believe by practicing in a structured process with measureable outcomes of collaboration it would help to minimize negative emphasis. The emphasis and energy would be focused on positive results and negative comments would be minimized. Teachers would have a voice in structuring what this process looks like and how the results will be monitored. I think teacher collaboration avoids the sink-or-swim, trial-and-error mode that beginning teachers sometimes experience. Collaboration brings experienced and beginning teachers aligned with a similar vision.

We also think having a collaboration process in place creates a mechanism to be proactive when issues arrive. So, I think what you would see in this building is a healthy culture and climate in the building. Majoring in the minors would be minimized. You would also see invested interest in leadership roles from your faculty as collaboration.

Staff strengths would be maximized when working in collaboration. Schools would become better prepared and organized to examine new ideas, methods and materials. The faculty becomes adaptable and self-reliant. The strain of staff turnover can be minimized also when collaboration is a common practice.

**Resources:**

Finch, C.R., Schmidt, B.J., and Faulkner, S.L. (1992, November). Using professional development to facilitate vocational and academic education integration: A practitioners' guide. Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley.

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Leonard, L. & Leonard, P. (2003, September 17). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education* [On-line], *6*(15). Available: [http://cie.ed.asu.edu/volume6/number15/](http://cie.asu.edu/volume6/number15/index.html)